

## **SPEERS STREET ELEMENTARY**

1121 Speers Street  
Newberry, SC 29108

**GRADES** PK-3 Elementary School

**ENROLLMENT** 344 Students

**PRINCIPAL** Leila M. Caldwell 803-321-2670

**SUPERINTENDENT** Dr. V. Keith Callicutt 803-321-2600

**BOARD CHAIR** Lee Attaway 803-345-7083

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	57	30	2

#### **IMPROVEMENT RATING:**

#### **GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### **ADEQUATE YEARLY PROGRESS:**

#### **NO**

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

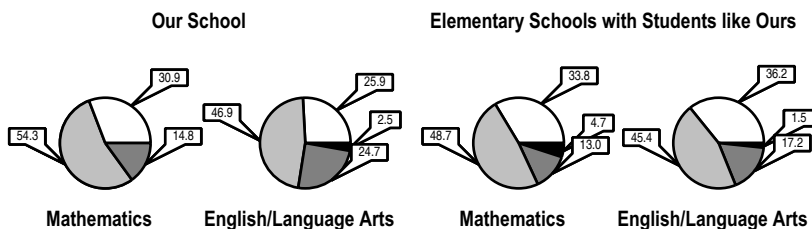
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Good	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	37	82	76
Percent satisfied with learning environment	97.3%	86.3%	94.7%
Percent satisfied with social and physical environment	86.5%	67.5%	93.4%
Percent satisfied with home-school relations	41.2%	75.9%	90.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	93	95.7	25.9	46.9	24.7	2.5	27.2	17.6
Gender								
Male	49	93.9	32.5	52.5	15.0	N/A	15.0	17.6
Female	44	97.7	19.5	41.5	34.1	4.9	39.0	17.6
Racial/Ethnic Group								
White	25	92.0	18.2	50.0	27.3	4.5	31.8	17.6
African-American	62	98.4	24.1	50.0	24.1	1.9	25.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	83.3	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	71	97.2	24.2	41.9	30.6	3.2	33.9	17.6
Disabled	22	90.9	31.6	63.2	5.3	N/A	5.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	93	95.7	24.1	48.1	25.3	2.5	27.8	17.6
English Proficiency								
Limited English proficient	5	80.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	88	96.6	21.1	47.9	28.2	2.8	31.0	17.6
Socio-Economic Status								
Subsidized meals	70	95.7	32.8	46.6	19.0	1.7	20.7	17.6
Full-pay meals	23	95.7	8.7	47.8	39.1	4.3	43.5	17.6

Mathematics								
All students	93	98.9	30.9	54.3	14.8	N/A	14.8	15.5
Gender								
Male	49	100.0	32.5	52.5	15.0	N/A	15.0	15.5
Female	44	97.7	29.3	56.1	14.6	N/A	14.6	15.5
Racial/Ethnic Group								
White	25	96.0	22.7	50.0	27.3	N/A	27.3	15.5
African-American	62	100.0	33.3	55.6	11.1	N/A	11.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	71	100.0	27.4	54.8	17.7	N/A	17.7	15.5
Disabled	22	95.5	42.1	52.6	5.3	N/A	5.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	93	98.9	30.4	54.4	15.2	N/A	15.2	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	88	98.9	31.0	52.1	16.9	N/A	16.9	15.5
Socio-Economic Status								
Subsidized meals	70	98.6	36.2	56.9	6.9	N/A	6.9	15.5
Full-pay meals	23	100.0	17.4	47.8	34.8	N/A	34.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	107	N/A	36.5	49.0	13.5	1.0	14.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	95.7	25.9	46.9	24.7	2.5	27.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	107	N/A	37.4	49.5	10.1	3.0	13.1
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	98.9	30.9	54.3	14.8	N/A	14.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 344)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.4%	2.4%
Attendance rate	95.2%	Down from 95.9%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.0%	Down from 4.3%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.8%	Down from 7.4%	8.7%	8.0%
Older than usual for grade	3.5%	Up from 3.3%	2.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	44.1%	Up from 38.9%	46.0%	50.0%
Continuing contract teachers	91.2%	Up from 80.6%	81.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.8%	Up from 88.5%	83.2%	86.2%
Teacher attendance rate	93.9%	Up from 91.9%	94.3%	95.3%
Average teacher salary	\$39,963	Up 3.8%	\$39,095	\$39,909
Prof. development days/teacher	14.6 days	Up from 11.7 days	12.7 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio	12.1 to 1	Down from 16.2 to 1	17.3 to 1	18.9 to 1
Prime instructional time	87.5%	Up from 86.1%	87.9%	89.7%
Dollars spent per pupil*	\$6,106	Up 6.5%	\$6,158	\$5,892
Percent spent on teacher salaries*	76.2%	Up from 75.6%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Speers Street Elementary School is located in the city of Newberry. Our total enrollment of 409 students during the 2002-2003 school year consisted of 66% African American, 27% Caucasian, and 7% Hispanic students, with 82% of our students qualifying for the free or reduced lunch program.

Based on our students' academic performance, we have focused on reading and writing across the curriculum. Some of our teachers participated in Year III of the South Carolina Reading Initiative. Through this initiative, we have observed improvement in reading and writing instruction, as well as students' academic performance. Some examples of writing strategies were: Cloning Books, Author's Chair, and Journal Writing. Teachers paid close attention to "Kid watching" and used strategies to help the struggling readers and writers.

We have continued to offer on-site parenting programs that focused on supporting the home/school academic connection. We provided school-wide, on-site program during which teachers gave mini lessons and demonstration activities related to PACT. As part of our outreach program, we visited Louis Rich Company and provided parents with tips on helping their children.

Along with our Montessori class that serves children ages 3-5, we were fortunate enough to implement an additional Montessori class that provided elementary instruction. These programs strive to make children independent thinkers and life-long learners. They do not focus solely on academics. Children are taught life skills such as mopping and sewing. Botany, Zoology, Cultural Geography, and History are included within this program.

Our students have demonstrated a need for more student-centered instruction. This should involve more hands-on materials and activities that develop and enhance higher order thinking skills. Through the use of funds provided by the School Incentive Award and grant funding, we were able to fully implement hands-on instruction in our Science Lab. Based on the construction of the PACT, attention to these areas should improve our students' academic performance.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.